

this respect, our study confirms the view presented in profession research that the values of education and professional operation are closely connected with each other (e.g. Abbott 1988). To some extent, his seems to be self-evident, without any critical discussion on values in conjunction to education.

An important aspect arising from the material is the fact that masculine and feminine values are not unambiguously opposite elements in working life. The material even suggests that acting according to masculine values is a condition for feminine values. If working life contains performance at work and action according to competences, then collective and interactive values will also be present. In other words, the working community is harmonious when the workers are able to manage their professional challenges

Even regarding studies, values appear contradictory. For instance, the material shows quite strong emphasis of masculine values, which is manifested in the emphasis on, for instance, the challenges of the work, and on individual firmness and strength. If masculinity would be realised in a logical way according to the views presented by Hofstede, the students should be competing openly with one another and they would have competitive and even hostile attitudes towards one another. Despite the masculine features, however, both police and social and health care students experience that their education places little emphasis on competitiveness.

The material conveys a conception of the hardness of working communities. This is indicated in the expectations that the working communities would not necessarily show compassion towards those who have problems in performing their duties. The result can be understood against the background of, for instance, the challenges arising through constant change and the pressures at work. If somebody cannot perform his/her tasks, it will easily increase the burden of others. The police are also a profession that can be facing situations in which a decrease in a fellow worker's performance may cause danger to others.

It is, however, possible to ask whether professional education is generating lines of thinking and attitudes that are decreasing the feeling of compassion towards weaker performances. Actually, professional education is producing hard values, when it emphasises professional expertise and competence.

This will also separate the trained professionals from other actors. The outcome may, however, be that the workers with poorer performances are subjected to discrimination in their working communities and end up in the periphery.

All in all, our study has verified the need that especially regarding adult education and leadership competences, attention should also be paid on values related to working life cultures and not just on values with their background in professional codes. Secondly, in a certain cultural environment the values can differ from one another when related to studying, individual working, acting in a community, and in a superior/subordinate relationship.

For instance, even if a working environment would according to femininity be emphasising good human relations, management may be based on the emphasis of masculine hierarchy. It could be summarised that values related to education and working life should be treated with cultural and contextual reservations. Values are not logical in the practices of education and working life.

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